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University of Hawaii Community Colleges Annual Report of Program Data Analysis Preview

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PREVIEW

College: Kauai Community College Program: Hawaiian Studies

The last comprehensive review for this program can be viewed at:

<http://info.kauai.hawaii.edu/admin/prapru.htm#pr>

Program Description

The Hawaiian Studies program shall promote, practice and perpetuate the values, language, culture, and history of the indigenous peoples of Hawai'i from a native perspective. In addition, the Hawaiian Studies program will strive to promote Hawaiian culture, language, and history to the general population of Kaua'i. The program strives to assist the community in gaining an understanding and knowledge of Hawaiian culture, language, and history that may address personal, professional, and/or academic pursuits.

The primary function of the program is to provide instruction in the area of Hawaiian language and Hawaiian studies for those seeking knowledge, skills, and personal enrichment in these areas. The program also provides basic course requirements for those wishing to continue their studies at the four year campuses, as well as those wishing either personal goals or employment related skills in the area of Hawaiian Studies or language. In doing so, the program also promotes, supports, and perpetuates Hawaiian culture, language, and values within the larger community of Kaua'i, the State of Hawai'i, and the Pacific.

Furthermore, the Associate in Arts, Hawaiian Studies degree has adopted the following Program Student Learning Outcomes. These outcomes will focus the student's ability to:

- 1) Describe aboriginal Hawaiian linguistic, cultural, historical, and political concepts.
- 2) Apply aboriginal Hawaiian concepts, knowledge, and methods to the areas of science, humanities, arts, and social sciences in academics and in other professional endeavors.
- 3) Engage, articulate, and analyze topics relevant to the aboriginal Hawaiian community using college-level reading skills, research methods, and writing and speaking techniques.
- 4) Apply appropriate mathematical and logical concepts and methods to understand, analyze, and explain issues.
- 5) Synthesize aboriginal Hawaiian problem-solving skills and creative thinking strategies with other approaches then applying this learning to new and varied situations.
- 6) Identify, allocate, and utilize technological and natural resources effectively and responsibly.

Part I. Quantitative Indicators

Overall Program Health: **Cautionary**

Majors Included: HWST Program CIP: 05.0202

Demand Indicators		Program Year			Demand Health Call
		12-13	13-14	14-15	
1	Number of Majors	20	36	35	Unhealthy
1a	Number of Majors Native Hawaiian	16	24	21	
1b	Fall Full-Time	53%	33%	26%	
1c	Fall Part-Time	47%	67%	74%	
1d	Fall Part-Time who are Full-Time in System	7%	8%	6%	
1e	Spring Full-Time	28%	36%	29%	
1f	Spring Part-Time	72%	64%	71%	
1g	Spring Part-Time who are Full-Time in System	8%	6%	6%	
2	*Percent Change Majors from Prior Year	0%	80%	-4.1%	
3	SSH Program Majors in Program Classes	15	6	0	
4	SSH Non-Majors in Program Classes	24	21	0	
5	SSH in All Program Classes	39	27	0	
6	FTE Enrollment in Program Classes	1	1	0	
7	Total Number of Classes Taught	1	1	0	

Efficiency Indicators		Program Year			Efficiency Health Call
		12-13	13-14	14-15	
8	Average Class Size	13	9	0	Cautionary
9	*Fill Rate	52%	60%	0%	
10	FTE BOR Appointed Faculty	2	2	2	
11	*Majors to FTE BOR Appointed Faculty	10	18	17.2	
12	Majors to Analytic FTE Faculty	180	324	0	
12a	Analytic FTE Faculty	0.1	0.1	0	
13	Overall Program Budget Allocation	\$219,926	\$195,342	\$192,644	
13a	General Funded Budget Allocation	\$214,268	\$188,051	\$178,640	
13b	Special/Federal Budget Allocation	\$0	\$0	\$5,450	
13c	Tuition and Fees	\$5,658	\$7,291	\$8,554	
14	Cost per SSH	\$5,639	\$7,235	\$0	
15	Number of Low-Enrolled (<10) Classes	0	1	0	

*Data element used in health call calculation

Last Updated: October 7, 2015

Effectiveness Indicators		Program Year			Effectiveness Health Call
		12-13	13-14	14-15	
16	Successful Completion (Equivalent C or Higher)	69%	100%	0%	Cautionary
17	Withdrawals (Grade = W)	1	0	0	
18	*Persistence (Fall to Spring)	86.6%	75.6%	72.7%	
18a	Persistence Fall to Fall	60%	51.5%	43.7%	
19	Unduplicated Degrees/Certificates Awarded Prior Fiscal Year	9	12	11	
19a	Associate Degrees Awarded	1	7	3	
19b	Academic Subject Certificates Awarded	9	6	8	

19c	Goal	N/A	N/A	1
19d	*Difference Between Unduplicated Awarded and Goal	0%	N/A	200%
20	Transfers to UH 4-yr	0	2	2
20a	Transfers with degree from program	0	0	1
20b	Transfers without degree from program	0	2	1
20c	Increase by 3% Annual Transfers to UH 4-yr Goal	N/A	N/A	N/A
20d	*Difference Between Transfers and Goal	N/A	N/A	N/A

Distance Education: Completely On-line Classes		Program Year		
		12-13	13-14	14-15
21	Number of Distance Education Classes Taught	0	0	0
22	Enrollments Distance Education Classes	N/A	N/A	N/A
23	Fill Rate	N/A	N/A	N/A
24	Successful Completion (Equivalent C or Higher)	N/A	N/A	N/A
25	Withdrawals (Grade = W)	N/A	N/A	N/A
26	Persistence (Fall to Spring Not Limited to Distance Education)	N/A	N/A	N/A

Performance Funding		Program Year		
		12-13	13-14	14-15
27	Number of Degrees and Certificates	1	7	3
28	Number of Degrees and Certificates Native Hawaiian	1	5	2
29	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
30	Number of Pell Recipients	14	18	21
31	Number of Transfers to UH 4-yr	0	2	2

*Data element used in health call calculation

Last Updated: October 7, 2015

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Part II. Analysis of the Program

Part I. Quantitative Indicators

Fall 2012

2 sections HWST 107 (48 students)
 1 section HWST 111 (14 students)
 2 sections HAW 101 (40 students)
 1 section HAW 201 (12 students)
 1 section HAW 221 (7 students)
 1 section HAW 261 (16 students)
 2 sections BOT 105 (43 students)
 1 section HIST 284K (11 students)
 1 section REL 205 (12 students)

Total (12 sections) (203 students)

Spring 2013

2 sections HWST 107 (50 students)
 1 section HWST 177 (11 students)
 1 section HWST 251 (2 students)
 1 section HWST 281 (21 students)
 2 sections HAW 102 (25 students)
 1 section HAW 202 (5 students)
 1 section HAW 222 (7 students)
 1 section BOT 105 (24 students)
 1 section HIST 284 (16 students)
 1 section REL 205 (19 students)

Total (12 sections) (180 students)

Fall 2013

3 sections HWST 107 (70 students)
 1 section HWST 111 (22 students)
 1 section HWST 199V (3 students)
 1 section HWST 251 (5 students)
 2 sections HAW 101 (36 students)
 2 sections HAW 201 (33 students)
 1 section HAW 221 (6 students)
 1 section HAW 261 (18 students)
 1 section ANTHRO 220 (28 students)
 2 sections BOT 105 (43 students)
Total (15 sections) (254 students)

Spring 2014

2 sections HWST 107 (53 students)
 1 section HWST 281 (25 students)
 1 section HWST 251 (11 students)
 1 section HWST 290 (9 students)
 2 sections HAW 102 (25 students)
 2 sections HAW 202 (19 students)
 1 section HAW 222 (6 students)
 1 section REL 205 (22 students)

Total (11 sections) (170 students)

Fall 2014

2 sections HWST 107 (48 students)
 1 section HWST 111 (17 students)
 1 section HWST 128 (13 students)
 2 sections HAW 101 (19 students)
 1 section HAW 201 (20 students)
 1 section HAW 261 (21 students)
 2 section BOT 105 (41 students)
 1 section HIST 284K (24 students)

Total (11 sections) (203 students)

Spring 2015

2 sections HWST 107 (49 students)
 1 section HWST 177 (12 students)
 1 section HWST 281 (20 students)
 1 section HAW 102 (13 students)
 1 section HAW 202 (13 students)
 1 section HAW 221 (7 students)
 2 sections BOT 105 (34 students)
 1 section HIST 284 (18 students)
 1 section REL 205 (13 students)

Total (11 sections) (179 students)

Part II. Analysis of the Program

In review of the data collected regarding courses taught by Hawaiian Studies faculty, it has shown a fairly steady enrollment overall from year to year. There was a spike in enrollment during the Fall 2013 semester showing a total of 254 students enrolled in courses during that term. This was an increase of 51 students or a 20% increase from Fall 2012 to Fall 2013, but then a decrease of the same amount in Fall of 2014. The Spring semesters of 2014 to 2015, showed a slight increase of students by about 5%. However, taking into account the complete academic years 2013-2014 and 2014- 2015, there was a decrease of about 9% or 42 students in courses that are taught by Hawaiian Studies faculty.

	<u>Fall 2012</u>	<u>Spring 2013</u>	<u>Fall 2013</u>	<u>Spring 2014</u>	<u>Fall 2014</u>	<u>Spring 2015</u>
# of students	203	180	254	170	203	179

In terms of the number of declared majors in the program, the latest four (4) terms Fall 2013, Spring 2014, Fall 2014, and Spring 2015 has

yielded an average of 33.25 majors per semester. In comparison to the Fall 2012 semester (which was the inaugural semester of the AAHWST program) that showed a total of 15 AAHWST majors. The subsequent Fall semesters in 2013 and 2014 represent a doubling of this number. With the increase of the AAHWST majors, a decline has occurred in the number of students who have declared the ASC-HWST as an educational goal. This is not surprising in that most students would opt for the AA degree that could lead to a 4-year program within the University of Hawai'i system rather than a certificate. We are currently reviewing and also developing at least 2 new ASC-HWST programs to be rolled out in the next 3 years through the support of a Title III grant.

	<u>Fall 2013</u>	<u>Spring 2014</u>	<u>Fall 2014</u>	<u>Spring 2015</u>
Majors				
AA- HWST	39	35	34	25
ASC-HWST	11	4		16

	<u>Spring 2013</u>	<u>Fall 2013</u>	<u>Spring 2014</u>	<u>Spring 2015</u>
Graduates				
AA- HWST	1	2	5	2
ASC- HWSST	9	3	4	11

The increase in majors also reflects an increase in students that enroll in courses taught by HWST faculty. Though a slight decrease during the Spring 2014 semester was shown, it did not appear to significantly detract from the number of majors. The number of majors in the program has appeared to remain steady. To address the needs of majors (as well as non-majors), classes are being offered in rooms that may not be conducive to the learning of the subject matter. The addition of at least two more sections of courses in the coming years, as well as the closing of the Learning Resource Center will further compound this situation and the classrooms attached that building. The department will offering at least 2 new ASC certificates within the next 3 years that will add at least 3 new courses to the overall program. Minimally, that would indicate three (3) additional courses that would potentially need classroom space each semester.

In terms of the data that has been made available through the Annual Report of Program Data by the UH system office, we continue to question the appropriateness of some of the data utilized. Or, we do not fully understand the rationale of the data collected and its relationship to the program. Perhaps the most immediate question is defining "program courses". This was brought into question in last year's program report and we have not received any response or discussion of this point as of this date. A discussion still needs to take place to identify those courses that should be attributed to the Hawaiian Studies program, or identify courses that could be attributed to multiple programs to more accurately reflect each program. This in turn will assist in defining FTE faculty workload, efficiency, SSH, and other factors.

As mentioned previously, the increased enrollment of students in courses taught by Hawaiian Studies faculty and the increased number of majors in both the AAHWST and the ASC Hawaiian Studies has definitely been a strength of the program. This has been due to a number of department activities led by the faculty themselves that include a "pa'ina" or at least a "ho'olauna" (greeting) activity at the beginning of each semester, an active Hula Club, international programs involvement, and various off-campus activities that are tied into various coursework. The occurrence of a beginning of the semester Hawaiian Studies department "pa'ina" or "ho'olauna" at the start of each semester has appeared to encourage students to become involved in the program. The "pa'ina" has been a venue in which students are able to interact with each other outside of a classroom environment as well as to get to know the Hawaiian Studies faculty, program, and services available to them. The department has averaged 35 students during this activity. This number is probably restricted because of the size of the venue (Hawaiian Studies classroom). The Hula Club, along with the faculty advisor, has been active around the campus and community. These students have performed for campus activities, participated in community projects, and have become representatives of the program and institution. The involvement of the faculty with activities outside of the classroom and beyond normal workload expectations is probably the singular most strength of the program and department. Though there are differences of opinions at times, the faculty is able to focus on the vision of the program for the benefit of the students involved, put aside personal goals, and move forward modeling Hawaiian cultural values that we hope to instill in our students.

In terms of areas that could be strengthened, the most obvious would be the upkeep and repair of the existing facilities. This area has been expounded upon in previous Program Reviews, but it needs to be repeated. The existing two structures that make up the Hawaiian Studies building was built in 1994 (as a replacement for the first building destroyed in 1992 by Hurricane Iniki) and then an addition to the building was done in 1998. Since that time there has been a gradual degradation of the building both to the exterior as well as the interior. Portions of the lanai, railings surrounding the lanai, steps, gutters, roof eaves, and even the roof shingles have deteriorated to the point of being unusable or unsafe. In addition, the carpet within the building that houses Hawaiian Studies faculty, a part-time academic advisor, and the Na Pua Noeau program coordinator has not been replaced since first installed in 1994. Because of moisture that has gotten into the building due to the design of the roof eaves and the natural movement of wind and rain, it has become a breeding place for mold and mildew.

In keeping with the facilities note, a weakness would be the availability of appropriate instructional spaces that are needed during the appropriate times. We know that the reality is all classrooms, as well as other spaces, are being utilized to the maximum during the times that they are needed. The Hawaiian Studies classroom, consisting of one (1) classroom space, is being fully utilized for classes between 8:00am until 5:00pm Monday thru Thursday. Other spaces (e.g. Computer lab, automotive rooms, Nursing, Business, Student Center classroom, etc.) are being used as classrooms for those HWST and HAW courses that cannot be housed in the Hawaiian Studies building and thus detracts from the intended usage of those spaces. There is the argument that within an average workday, the existing facilities should be able to handle the amount of classroom space needed. However, we all know that classroom space at the appropriate or in-demand times are at a premium. Our students (both traditional and non-traditional) drive the timing of class schedules as well as the courses themselves that then impact classroom demand during specific times of the day or evening. The construction of a new building to house Hawaiian Studies courses and activities would lessen the burden on classroom space in other areas. This represents an account of the lack of appropriate space for HWST and HAW courses. This also points out the need based upon the anticipated growth of the program in terms of the addition of courses and certificates. With the additional courses, the department will pressure other facilities for classroom space. We are being proactive in addressing these space needs at this time in anticipation of a steady program growth, rather than a reactive stance of waiting till the need is eminent.

Another area that needs to be addressed is the continued support for instructional personnel. The budget has not allowed for lecturers in programs for the past couple of semesters. We have been fortunate in having support for a lecturer for the advanced Hawaiian language courses (HAW 221 and HAW 222). These two courses offer our students the opportunity to further their Hawaiian language skills without moving to another campus or island. In addition, for some of our students intending to transfer to the 4-year campuses, it gives them the opportunity to strengthen their skills in anticipation of matriculation in the 3rd year language courses. By Fall of 2016, at least 3 new courses will be offered. It is also anticipated that by Fall 2017 another 2 new courses will be offered. The existing faculty will need to instruct these new courses. However, the workload of the existing instructors are near capacity. The additional courses will cause existing faculty to not offer courses in a timely manner throughout subsequent semesters. The rotation of courses that are offered may not allow our students to graduate in a timely manner. Either a new Instructor position be approved or funding made available to support at least 2 lecturers.

Anticipated "new" courses would include courses in Mythology (a required course), Ethno-zoology, Advanced Polynesian voyaging course, a Wahi Pana (culturally important places) course, an intermediate hula course, and Hawaiian language courses focusing on oratory, protocol, and translation. Of course, this would not include the expertise of any "new" instructor that would join the department.

In addition to instructional duties, the Hawaiian Studies staff has also been tasked with the establishment of the Pila Kikuchi Center, the maintenance and production of the lo'i, the anticipated return to the air of the radio program, student organizations along with the various activities of these organizations, involvement in campus activities and initiatives, active involvement with international programs, promotion and refinement of 2 academic programs, the addition of at least 3 new academic certificates, tasked with the overall operation of the department including budgetary, personnel, program reviews, and strategic planning responsibilities, assisting students to successfully complete their programs, monitor and supervise a minimum of 3 student workers each semester, active involvement in system-wide integration of Hawaiian Studies and Hawaiian language courses and programs (Puko'a Council, Makaloa Council, Council of Hawaiian Studies Coordinators), and collaboration efforts with community groups, organizations, and institutions.

The program's addition of the Associate of Arts degree, along with the Academic Subject Certificate, and the anticipated new ASC programs, will highlight the shortage of adequate classroom and activity space. In this light, we continue to work on installing and completing the

Kikuchi Center, the covered outdoor cooking (imu) area, continued maintenance, support, and development of the lo'i area, repair of our existing Hawaiian Studies building housing offices and a classroom, and a construction of a new building that will have the ability to house the entire program, faculty, staff, resources, classrooms, and a site in which the Hawaiian culture, values, and practices will be a "model of an indigenous serving institution". These are the driving forces in the proposed action plans for Hawaiian Studies.

Part III. Action Plan

Part III. Action Plan

Where are you in your 5-year plan as discussed in your previous Comprehensive Program Review (CPR)?

Reviewing the past CPR, we have completed, achieved, or exceeded our expectations at this time in most of the areas discussed. For example, a major emphasis was to increase the number of students majoring in Hawaiian Studies. According to statistics available at that time (Fall 2006) we averaged less than 4 majors a semester. The following Fall of 2007 saw an increase to 9 majors, Spring 2008 had 15 majors, and Fall 2009 had 21 majors. Currently with the advent of the AAHWST, Fall 2013 showed 39 majors and Spring 2015 had 25 majors. The other areas such as developing promotional brochures, a plan for the lo'i, and an operational plan for the computer language lab are in various stages of completion with an ongoing refinement built into the operation. Items that are still pending includes the Pila Kikuchi Center and program staffing needs.

What were the goals you identified for the past year as discussed on that CPR and in your last APRU?

In terms of the goals of the last CPR, the main thrust of that report was to increase the number of majors of the program and the visibility of the program within the community of Kaua'i. Since that time, we have been successful in growing the amount of majors in the program, both the ASC and AAHWST programs, as well as gain a wider visibility within the community. These have been discussed in the last years APRU, as well as in the current document. The most difficult situation has been the establishment of the Pila Kikuchi Center. This activity has been the most difficult to attain because of resource limitations in time, personnel, funding, and expertise.

Did you achieve them? What impact did this have on your health indicators?

As highlighted earlier, the primary goal of increased majors has been realized since the last CPR. In addition, with the assistance and overall campus effort in the dissemination of information to the community, the department has seen a greater awareness of our program. This has impacted the Demand Indicators for the program and has resulted in a "Healthy" score in this area. Repairs of the existing Hawaiian Studies building has not occurred as of this date, but may be planned for in the future.

What are your goals for the current year?

We will continue to focus on growing the number of majors in both the AA-HWST and ASC-HWST programs. At the same time we are hoping to gain a better grasp of the current statistical issues of identifying specific data to truly reflect the program. A continuing issue is the identification of courses attributed to the program. This relates to the calculation of efficiency and effective indicators as used to determine program health. We are also attempting, as a system, to gain some graduate data from those that have attained the AA-HWST and perhaps those that have attained the ASC-HWST.

We are in the process of involving some of our courses and a number of proposed ASC certificates with STEM fields. These will be addressed in the proposed certificates that include Polynesian Voyaging, Hawaiian language and Digital Media, and a Malama 'Aina certificate that are planned to take place over the next 3 years. These are being supported by a Title III grant, but will then need to be supported by the institution by the end of the grant period. An anticipated need at the end of the grant will be an Education Specialist position and a new Instructional faculty position to institutionalize the programs.

A number of CIP improvements would support these initiatives. These would include an open "hale" structure at the lo'i and a new HWST

building to house classrooms, offices, and resources of an expanded program. The open “hale” would improve our ability to conduct instructional and community activities in that area and generate a more efficient use of the resources available in that location. The improvements at the lo’i would also include a remodeling and addition to the existing storage facilities. The addition will include a covered deck area that provide shelter and a work area for cleaning and preparing products and materials used in the lo’i area. The existing storage facilities will need to be remodeled and enlarged to better house the necessary equipment and supplies.

The largest CIP improvement will be the construction of a “new” Hawaiian Studies building that would house additional classrooms, offices, storage, and space for protocol and other community activities. Preliminary specifications and needs have been identified can be provided during the design phase of the project. As stated earlier, this is a proactive move in anticipation of growth and refinement, not only with the program but also throughout the campus.

How are they aligned with our priority goals?

The goal of the program of growing the number of majors in both the AA-HWST and the ASC-HWST will address the goals of “Student Success, Recruitment and Retention, and Persistence to graduation” .

The Title III grant will allow us to begin to address the integration of STEM courses with Hawaiian Studies certificates and degrees as addressing the goal of retention and persistence to graduation with a focus on STEM activities. However, this will also highlight the need for added personnel and facilities. As noted, by the end to the grant period a need will be at least 1 new Education Specialist position and 1 new Instructor position to institutionalize the programs.

The goal of providing adequate, safe, and appropriate facilities to enrich student experience as well as an overall collegiate campus atmosphere is an integral aspect of our CIP proposal. In addition, these facilities are the infrastructure that will address the strategic goals of “Increasing overall retention and persistence to graduation or transfer (identify goals and track by disaggregated groups), with an additional focus on STEM degrees and certificates”, “Fostering Global Understanding and Intercultural Competence”, and through these show that the institution is on a pathway towards being “A Model Local, Regional and Global University”. As stated, these facilities would be, 1) a new “Hawaiian Studies” building to house classrooms, offices, resources, and culturally appropriate activities, 2) the repair, renovation, and maintenance of the existing Hawaiian Studies buildings, 3) an open “hale” type structure at the lo’i area to increase instructional and community activities in that area, 4) remodeling and addition to the existing storage facilities at the lo’i that would include a covered deck area and an expanded storage structure, 5) a covered imu area that would include facilities for other cultural outdoor cooking functions. This would be a joint project with the Culinary program.

Part IV. Resource Implications

Action Plan(s)

Program Goal & Campus Strategic Priority or Goal	Action Item	Resources Needed	Person(s) Responsible	Timeline	Indicator of Improvement	PLO impacted	Status
	New Hawaiian Studies Building	\$20 million	HWST faculty & Administration	2025	Persistence rate Fall to Fall increase by 4%, Transfer to 4-yr. increase by 5 students per year, Class fill rate increase by 5%.	1 - 6	Under discussion, preliminary draft specifications
	Repair, renovation of existing Hawaiian Studies building	\$2 million	HWST faculty & VC AdminServices	2017	Persistence Fall to Fall increase by 3%, Class fill rate increase by 3%	5, 6	In planning stage

	Hale structure at loi	\$250,000	Dennis Chun	2018	Persistence rate Fall to Fall increase by 4%, Class fill rate increase by 4%	2, 4, 5, 6	In discussion
	Remodeling and addition to storage facilities at loÉ»i	\$50,000	Dennis Chun	2017	Persistence rate Fall to Fall increase by 4%,	2, 6	In discussion
	Covered Imu area	\$1 million	Dennis Chun & Mark Oyama	2017	Persistence rate Fall to Fall increase by 4%, Class fill rate increase by 5%	2, 4, 5, 6	Being proposed to external sources

Program Student Learning Outcomes

For the 2014-2015 program year, some or all of the following P-SLOs were reviewed by the program:

Assessed this year?	Program Student Learning Outcomes	
1	<input type="checkbox"/> No	
2	<input type="checkbox"/> No	AAHS Program Student Learning Outcomes Upon successful completion of the Associate in Arts degree in Hawaiian Studies, the student will be able to: 1. Describe aboriginal Hawaiian linguistic, cultural, historical and political concepts. 2. Apply aboriginal Hawaiian concepts, knowledge and methods to the areas of science, humanities, arts and social sciences - in academics and in other professional endeavors. 3. Engage, articulate and analyze topics relevant to the aboriginal Hawaiian community using college-level research and writing methods.

A) Expected Level Achievement

No content.

B) Courses Assessed

No content.

C) Assessment Strategy/Instrument

No content.

D) Results of Program Assessment

No content.

E) Other Comments

No content.

F) Next Steps

No content.

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